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The Effect of Drilling Technique on Students' Writing Skills in Composing Recount Text

Zamroni

Sastra Inggris Fakultas Sastra Universitas

Nahdlatul Wathan Mataram

1989zamroni33@gmail.com

Abstract

Composing recount text ideally conducted with cues instead of freely. At school, students have less time allocation for writing. These were the reason to conduct the research entitled; The Effect of Drilling Technique on Students' Writing Skills in Composing Recount Text. The aim of this research were; 1. Found out the effect of drilling technique on students' writing skill in composing recount text; 2. Foound out how the students perceive of drilling technique as a mean to help them in composing recount text. This research was conducted with quantitative and qualitative method at once or called mixed method. The quantitative data collection techniques are pre-test and post-test. the qualitative data collection technique was interview. The quantitative data analysis technique was paired sample t-test. The qualitative data analysis was Miles and Huberman technique. Based on the paired sample statisticts, the sig (two tailed) les than the a (significant level) (0.000 < 0.05), so drilling technique affected the students' writing skill in composing recount text. The qualitative data showed that students' considered drilling technique as a teaching technique which help them composing recount text; Two factors encourages this consideration of the students about drilling technique, those are: 1) Drilling technique used example in the learning and teaching process before the students were enhancing into the practice; and 2) Drilling technique used repetitions within the teaching and learning process, so the students understood the matters maximally. The next researches on drilling technique implementation in writing is required to evaluate or complete this study.

Keywords: *Drilling Technique, Writing Skill, Recount Text*

1. Introduction

One of the writing forms learned by the students is recount text (Ningsih et.al, 2015:10). By composing recount text students can increase their achieiment in

writing. By telling the past events the students experienced, their writing skills can be improved (Autila and Theresia (2018:150).

However Ibid (151) continues, part of students do not understand how to develop ideas on writing recount text and the principle of recount text, as stated by Morrow in Muflikhati (2013:4) that there are principles need to be recognized before composing recount text, those are: Know what you are doing, the whole is more than sum of the parts, the processes are as important as the forms, to learn means to do, and mistakes are not always mistakes. So that Ibid continues the should do the the language as the strategy of learning it which is believed as the starting point of process oriented approach in learning recount text. This approach is also suggest by Muflikhati (2013:19), because the nature of learning is to practice the process.

In relation to this approach of learning, especially in learning to compose recount text, Drilling Technique of Teaching is promoted as it significantly let the students internalize the learning process detilly. it can be recognized on the elaboration from Mulyono and Wekke (2018:93) about fives principle of Drilling Technique of teaching and learning, those are:

1. Learners must be given deep explanation and understanding before exercises;
2. The first exercise should be diagnostic form, at the earlier it seems to be sot success enough, then refinements are composed;
3. The exercises should be frequently instead of long;
4. Exercises should be associated with the students' phase of ability;
5. The exercises process should prioritize the essential and usefull thing.

Furthermore, the principle of drilling technique by Mulyono and Ekke, seems to be worthed for recount text as if

strengthen with the following basic features of drilling technique than can be found in Kana and Sa'ad (2015:176), those are:

1. In drilling technique there is limit and specification of what is learnt, is not just arbitrary and open;
2. One of the outstanding features of drilling technique is repetition of pieces of learning;
3. Majority of the tasks involved and dealt with by drilling technique are physical skills (practice). In relation to cognitive aspects, physical skills are dominant for getting rigorocity and consistency.
4. Another feature of drilling technique is treating students on automation and habituation of exercises or performances, until these are becoming the part and parcel of one, so the one even can learn the matters at heart and practice the with automation even in his sleep.
5. The tasks learnt through drilling technique are associated with commands, so at school; whatever task learners are being drilled on, command has to be at integral degree.

For instance, drilling technique might be suitable for learning recount text, then it has to be examined through a study.

2. Finding

There are two parts of finding on this study, those are quantitative finding and qualitative finding.

a. Quantitative Finding

There are 29 grade eleven students in which grade XI students of SMA NW Mataram were treated as the subject on this study. The 29 students were treated with pre-test, thus they were taught by

using drilling technique, and than they immediately post-test was given.

From the pre-test that conducted to the 29 students, it could be found that the minimum score is 6 and the maximum score is 54, and the mean is 28.52, and then the average score is 28 with the standard deviation is 11.221.

Thus, the post-test results are; the minimum score is 58 and the maximum score is 96 and the mean is 80.48, and then the standard deviation is 11.189.

Beside that, the hypothesis testing shows that the significance value (sig. 2-tailed) is 0.000, lower than the significant level 0.05.

b. Qualitative Finding

If the quantitative finding tells us about effect of drilling technique on students' ability in composing recount text, so then the qualitative finding tells us about the reason of the drilling technique affect on the students' ability in composing recount text.

After being given of the drilling teaching and learning technique on recount text, 27 of 29 students understood recount text quickly. Beside that there are three reasons that the students have on their recount text ability improvement cause of the drilling technique, those are:

1. The students got example of writing recount text well from the teacher
2. Repeatedly practice to get habituation

Beside that, 28 of 29 students said that they liked to be taught on writing recount text by using drilling technique.

3. Discussion

The drilling technique is effective for recount text teaching and learning, it

shows by the hypothesis test that the significance value is lower than the standard value. in the other hand, it can be said that the students' ability in composing recount text is significantly improved when they are taught by using the drilling technique.

There are three reason to suggest that the drilling technique is effective for recount text teaching and learning.

1. Focus and Limitation Example

On this study, the explanation and example are one package in the teaching and learning process. The teaching and learning process could either be started from an explanation or an example, based on the students, ability problem and level.

In the beginning of the teaching and learning process, explanation of recount text was given, as the first principle of drilling technique states that learners must be given deep explanation and understanding before exercises (Mulyono and Wekke, 2018:93).

After being given deep explanation, the student was given an example. The example was given with the aim that the students got cognitive skill before conducting practices or exercises.

After the students conducting the first practice or exercise, the teacher then analysed in what part the students got error or did not understand the recount text writing. After finding the problem, the teacher focused on explaining the error and then gave a related example. It seems like repeatedly pattern along the teaching and learning process.

2. Repeteadly Practice

Based on the feature of drilling technique that the tasks learnt through drilling technique are associated with commands (Kana and Sa'ad, 2015:176) the teacher instructed the students to practice writing recount text repeatedly.

The repeatedly practice was aimed students to get habituation in composing recount text, so the students got cognitive, mentality, and physical automation in order that they got automation performance in relation to composing recount text.

It is exactly match with the drilling technique feature that the teacher should treat students on automation and habituation of exercises or performances, until these are becoming the part and parcel of one, so the one even can learn the matters at heart and practice the with automation even in his sleep (Kana and Sa'ad, 2015:176).

4. Conclusion

Based on the findings and discussions, this research can be concluded as bellow:

1. Drilling technique affected students' writing skill in composing recount text;
2. Drilling technique affected students' writing skill and the tudents considered it as a teaching technique which helps them composing recount text, cause of the factors bellow:
 - a. Drilling technique use focus and Limitation of explanation and example in the learning process
 - b. Drilling technique used repetition of practice within the teaching and learning process, so the students

understood the matters in maximum comprehension

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